

edTPA Questions and Answers about NCATE Accreditation

October 26, 2012

This document was prepared in response to requests for clarity about the alignment of NCATE standards and edTPA. NCATE accredited institutions implementing edTPA as a culminating teacher performance measure for candidates are interested in examining the impact of edTPA adoption and their accreditation processes. The questions posed and answers provided below reflect NCATE standards and processes. The alignment of edTPA and the new CAEP standards and processes will be determined after the new standards are released.

1. How does the edTPA align with NCATE (unit) standards?

In using the terms “align” and “alignment,” NCATE means that the goals and tasks of edTPA and the expectations in the NCATE standards are comparable. Institutions using edTPA to provide evidence of candidate performance can be assured that some aspects of the performance assessment provide the type of evidence that NCATE seeks in determining whether or not a unit’s teacher candidates have the knowledge, skills, and dispositions that are outlined in its standards. On a broad scale, the contents of edTPA have points of alignment with four of the six NCATE standards, specifically

- Standard 1: Candidate Knowledge, Skills and Professional Dispositions
- Standard 2: Unit Assessment System
- Standard 3: Field Experiences and Clinical Practice
- Standard 4: Diversity

Standard 5 related to unit faculty qualifications and standard 6 related to unit resources and governance are not measured by the edTPA, which is a teacher performance assessment.

Although there are many points of alignment with each of the four standards listed above, some expectations outlined in these four NCATE standards are not directly addressed by edTPA. The paragraphs below describe the specific ways in which edTPA and the NCATE standards are “aligned.”

NCATE’s **Standard 1: Candidate Knowledge, Skills, and Professional Dispositions** is its most complex and multi-faceted standard. Its supporting elements include content (1a), pedagogical content (1b), professional and pedagogical knowledge and skills (1c) as well as student learning (1d) and professional dispositions (1g). edTPA’s alignment with NCATE’s Standard 1 is most evident in the tasks and rubrics (1, 8¹ and 9) related to planning for subject matter understandings, deepening student learning and subject specific pedagogy. Throughout edTPA tasks and rubrics there is a strong emphasis on student learning in planning, adapting instruction, and then assessing student learning to make further instructional adaptations and decisions. The student learning expectation in NCATE’s standard 1 (element d) is considered to be the one of the most challenging aspects of the standards for which to provide evidence. For each of the student learning expectations outlined below from the NCATE rubrics, edTPA provides the evidence in planning, teaching and assessment tasks along with the rubrics used to assess candidate performance.

¹ Rubric numbers refer to the Secondary Mathematics edTPA handbook.

1. *Teacher candidates focus on student learning. (rubrics 1, 7, 8, 9, 11 through 15)*
2. *Teacher candidates*
 - a. *assess and analyze student learning, (rubrics 5, 8, 11,*
 - b. *make appropriate adjustments to instruction, and (rubrics 8, 10, 15)*
 - c. *monitor student progress. (rubrics 5, 8, 11, 12 and 14)*
3. *They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.(rubrics 2 and 7)*

Other elements of Standard 1 related to Other School Professionals, dispositions, and content knowledge, for example, are still an expectation for the unit. The summary table at the end of this section highlights the elements of each NCATE standard and the points of alignment with edTPA.

There are many elements included in NCATE's **Standard 2: Assessment System and Unit Evaluation**. edTPA's alignment with NCATE's standard 2 is most evident in two expectations for this standard:

1. *The unit's system includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit's operations and programs.*

edTPA is a comprehensive assessment measure that monitors candidate performance at the conclusion of a candidate's program of study.

2. *The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.*

edTPA is a performance-based assessment with established reliability and validity. Fairness, accuracy, and consistency of its procedures are designed to address the technical standards established by AERA, NCME, and APA. The remaining elements of NCATE's standard 2 are related to multiple measures at multiple points in a candidate's preparation. Programs are structured to systematically collect, analyze, aggregate and disaggregate, data and to improve program and unit operations. These are expectations that the unit must ensure, irrespective of its adoption of edTPA as a culminating performance assessment measure.

There are three distinct elements that comprise the heart of NCATE's **Standard 3: Field Experiences and Clinical Practice**. However, the edTPA's alignment with NCATE's standard 3 is most evident in the third element that is focused on *Candidates' Development and Demonstration of the Knowledge, Skills, and Professional Dispositions to Help All Students Learn*. At three points in its descriptive statements about what is required to meet this element of Standard 3 at an acceptable level, the rubric states that:

1. *Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning, and*
2. *Candidates and clinical faculty systematically examine results related to P-12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P-12 student learning. (Rubrics 5, 10-15)*

3. *Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.(Rubrics 5, 11, 12, 13, 14, 15)*

edTPA requires that candidates complete a number of tasks that span the cycle of instruction from planning, enacting and assessing, and analyzing/reflecting upon student learning. These multiple strategies include a thorough analysis of a number of student work samples and a statement about how instruction will be adapted to the students' learning needs. With the remaining elements of the standard, it is the unit's responsibility to ensure the quality and diversity of the field placements as well as the collaboration with school partners in designing, implementing and evaluating those field experiences and clinical practice expectations.

In NCATE's **Standard 4: Diversity** there are a number of elements to ensure that candidates have the opportunity to work with other diverse candidates, faculty and p-12 students. However, the first element of the standard relates to the *Design, Implementation, and Evaluation of Curriculum and Experiences*, is the element where edTPA's tasks and rubrics are strongly aligned with NCATE's expectations. At five points in its descriptive statements about what is required to meet this element of Standard 4 at an acceptable level, the rubric states that:

1. *Candidates connect lessons, instruction, or services to students' experiences and cultures.*

Three of the edTPA planning rubrics (2, 3 and 4)) assess the degree to which candidates are using knowledge of students to inform their teaching (including varied learning needs, personal/cultural/community assets, and language development). One rubric within the instruction task (rubric 7) examines the extent to which a candidate engages students in learning by building upon prior academic learning as well as lived experiences (personal/cultural/community assets).

2. *Candidates incorporate multiple perspectives in the subject matter being taught or services being provided.*

Several edTPA rubrics (2, 3, 4 and 5) used for instructional planning assess the degree to which candidates plan to support students' varied learning needs.

3. *They develop a classroom and school climate that values diversity.*

Another of the edTPA rubrics (6) assesses the degree to which candidates develop learning environments exemplifying respect, challenge, and the opportunity to express varied perspectives.

4. *Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn.*

Through the planning tasks that include integrating students' learning needs and understanding the academic language demands of their instructional plans, edTPA sets the stage for candidates to demonstrate their ability to engage students in learning and assess the effectiveness of their teaching through video analysis and student assessment. edTPA also includes rubrics (7, 10, 11, and 15) that support these expectations.

5. *Candidate proficiencies related to diversity are assessed....*

Through tasks that require candidates to select, assess, and differentiate instruction for all students with varied learning needs and the assessment task requires particular analysis of learning for three students, including a student with specific learning needs (such as a “student with an IEP, English language learner, struggling reader, underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater challenge or support”), edTPA assesses diversity proficiencies that are directly tied to the candidates’ abilities to plan, teach and assess student learning. It remains the responsibility of the unit to ensure that candidates have opportunities to work with diverse candidates and faculty throughout their programs of study. In addition, the establishment of diversity proficiencies and their integration throughout the curriculum of all programs of study remain at the heart of a NCATE’s expectations for unit performance.

2. How does edTPA align with the program specific standards of the Specialty Professional Associations (SPAs)?

While the SPA organizations have not yet determined all points of alignment for the edTPA and their standards, several activities have already been conducted and a timeline for completing the process has been established.

In summer 2011, the Stanford Center for Assessment, Learning and Equity (SCALE) conducted a content validation study in ten fields using InTASC, Common Core and national subject matter organization standards (AAHPERD, ACEI, ACTFL, CNEA, IRA, NAAE, NCSS, NCTE, NCTM, and NSTA). The results of the content validation study were very informative and the feedback was used to revise edTPA handbooks for the 2012 field test. Field test handbooks were reviewed by NCATE SPA representatives who offered additional suggestions that informed the operational handbooks (available for use beginning in January 2013). In addition, SCALE staff invited SPA members to serve on subject specific design and review teams for this final round of revisions.

Now that operational handbooks have been completed for the first 17 subject area assessments, SCALE will work with NCATE to establish SPA teams who will construct crosswalks between the subject specific edTPA handbooks (examining prompts and rubrics) and the new SPA standards in all fields consistent with the timelines for finalizing revised SPA standards.

SCALE staff are currently working with subject matter organization members to develop additional handbooks in the following subject areas: Agriculture, Business, Educational Technology Specialist, Family/Consumer Science, Classical Languages (Latin/Greek), Library Media Specialist, Reading Specialist, Technology Education, TESOL/ESL. These lower incidence licensure areas will be reviewed by SPA teams following development.

The chart below depicts the planned timeline for final SPA review.

Round 1 Fall 2012	Round 2 Winter/Spring 2013	Round 3 Fall 2013/ Winter 2014	Round 4 Winter/Spring 2014
IRA (Elementary Literacy)	AMLE (middle level)	ACEI (elementary education)	NCSS (History/Social Studies)
NAEYC (early childhood)	CEC (special education)	ACTFL (foreign language)	
NASPE (physical education)	NCTE (English/ language arts)		
NSTA (science)	NCTM (mathematics)		

It should be noted that the edTPA is intended as a summative, capstone assessment of a candidate's readiness to teach and is ONE measure in a multiple measures assessment system. It does not replace field based supervisory evaluations and could be used with other measures of teaching to make program completion or licensure decisions. edTPA does not intend to assess the full depth and breadth of a candidate's subject matter knowledge. However, because it provides evidence for how a candidate documents, demonstrates and justifies a subject specific learning segment (3-5 days of instruction), the prompts and rubrics represent subject specific application of pedagogical content knowledge. SPA reviewers will be directed to look for points of alignment with subject specific pedagogical standards.

The final crosswalks can be used by programs to determine how the edTPA contributes to the unit's multiple measures assessment system and fulfills the NCATE requirements of six to eight assessments of candidate performance within the Program Review with National Recognition process. In the meantime, programs are encouraged to use edTPA and other measures of candidate subject specific pedagogy in their justification for assessment design.

3. As NCATE and TEAC unify to become CAEP, how will the edTPA be impacted?

In spring 2012 the CAEP Commission on Standards and Performance Reporting (the "Commission") was appointed by Dr. James G. Cibulka, CAEP's President. The charge of the Commission is to finalize the CAEP standards by the end of 2013. In early 2013, the Commission's draft standards will be released, public comments will be sought, the draft standards will be further revised, and the final version of the CAEP standards are expected to be released by the close of 2013.

Currently, units implementing edTPA will continue to investigate the edTPA alignment with CAEP standards using the alignment explanations described above. The Commission holds an unwavering commitment to candidate knowledge, skills, and dispositions as well as impact on student learning. In addition, the Commission is likely to emphasize the quality of the evidence that is used to demonstrate candidate performance.

A more detailed statement regarding the alignment of the CAEP standards with edTPA will be re-analyzed and re-issued in late 2013 when the CAEP standards are released. This alignment will assist entities seeking first-time and continuing accreditation under CAEP to maximize their implementation and integration of edTPA into their unit assessment systems.

4. Does NCATE “endorse” edTPA?

NCATE cannot “endorse” the use of any vendored assessment instrument or performance measure, including edTPA, due to prohibitions related to conflicts of interest. However, NCATE does partner and collaborate with producers of assessment instruments and performance measures by sharing its standards as well as engaging in conversations that are designed to contribute to the quality and function of the assessment tools of teaching used by IHEs. In the case of edTPA, the design of the assessment was purposely shaped by the NCATE accreditation standards and input from the SPA representatives. NCATE is committed to forming professional partnerships which foster productive collaborations with IHE’s on the development of better tools by which to assess their candidates’ performance.

Summary Table of Points of Alignment among NCATE standards and edTPA

Relevant NCATE Standard and Element	Relevant edTPA Tasks and Rubrics
<p>Standard 1: Element 1B: Pedagogical Content Knowledge and Skills</p> <ul style="list-style-type: none"> <i>Teacher candidates are able to provide multiple explanations and instructional strategies</i> <i>Present content in challenging, clear and compelling ways, in real world contexts</i> 	<p>edTPA tasks for planning and instruction require candidates to demonstrate a repertoire of instructional strategies (Rubrics 1, 2, 3, 4, 7, 8, 9) that engage students in meaningful contexts.</p>
<p>Standard 1: Element 1C: Professional and Pedagogical Knowledge and Skills</p> <ul style="list-style-type: none"> <i>Candidates consider school, family and community contexts and prior student experience</i> <i>Reflect on practice, analyze research findings, and incorporate into teaching, make adjustments to teaching</i> 	<p>Throughout the edTPA, candidates plan and teach using understandings of students and their contexts (Rubrics 2, 3, 4, 7), and reflect on and justify practice based on principles of theory and research (Rubrics 3, 10, and 15)</p>

<p>Standard 1: Element 1D: Student Learning for Teacher Candidates</p> <ul style="list-style-type: none"> <i>Teacher candidates focus on student learning.</i> 	<p>The tasks and rubrics (1, 8 and 9) related to planning for subject matter understandings, deepening student learning and subject specific pedagogy.</p>
<p>Standard 1: Element 1D: Student Learning for Teacher Candidates</p> <p><i>Teacher candidates</i></p> <ol style="list-style-type: none"> <i>1. assess and analyze student learning,</i> <i>2. make appropriate adjustments to instruction, and</i> <i>3. monitor student progress.</i> 	<p>The edTPA provides the evidence in planning, teaching and assessment tasks along with the rubrics (1, 5, 7, 8, 9, 10, 11-15) used to assess candidate performance</p>
<p>Standard 1: Element 1D: Student Learning for Teacher Candidates</p> <ul style="list-style-type: none"> <i>They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.</i> 	<p>The edTPA provides the evidence in planning, teaching and assessment tasks along with the rubrics (2 and 7) used to assess candidate performance</p>
<p>Standard 1: Element 1G: Professional Dispositions for All Candidates</p>	<p>While edTPA does not measure dispositions separately from other aspects of teaching, candidates' attitudes and beliefs about students are demonstrated in their descriptions of students and what they bring (Rubrics 2, 3, 4, 7), and in the way they demonstrate respectful and challenging learning environments (Rubric 6).</p>
<p>Standard 2: Element 2A: Assessment System</p> <ul style="list-style-type: none"> <i>The unit's system includes comprehensive and integrated assessment and evaluation measures <u>to monitor candidate performance</u> and manage and improve the unit's operations and programs.</i> 	<p>The edTPA is a comprehensive assessment measure that monitors candidate performance at the conclusion of a candidate's program of study.</p>
<p>Standard 2: Element 2A: Assessment System</p> <ul style="list-style-type: none"> <i>The unit has taken effective steps to eliminate bias in assessments and is working to <u>establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.</u></i> 	<p>The edTPA is a performance-based assessment with established reliability and validity. See edTPA documents for a full description of reliability and validity.</p>

<p>Standard 3: Element 3C:</p> <ul style="list-style-type: none"> • <i>Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning.</i> 	<p>The edTPA requires that candidates complete a number of tasks that span the cycle of instruction from planning, enacting and assessing, and analyzing/reflecting upon student learning. These multiple strategies include a thorough analysis of a number of student work samples and a statement about how instruction will be adapted to the students' learning needs. (Rubrics 5 and 10 through 15)</p>
<p>Standard 3: Element 3C:</p> <ul style="list-style-type: none"> • <i>Candidates and clinical faculty systematically examine results related to P–12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P–12 student learning.</i> 	
<p>Standard 3: Element 3C:</p> <ul style="list-style-type: none"> • <i>Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.</i> 	
<p>Standard 4: Element 4A: Design, Implementation, and Evaluation of Curriculum and Experiences</p> <ul style="list-style-type: none"> • <i>Candidates connect lessons, instruction, or services to students' experiences and cultures.</i> 	<p>Three of the edTPA planning rubrics (2, 3 and 4) assess the degree to which candidates are using knowledge of students to inform their teaching (including varied learning needs, personal/cultural/community assets, and language development). One rubric within the instruction task (rubric 7) examines the extent to which a candidate engages students in learning by building upon prior academic learning as well as lived experiences (personal/cultural/community assets).</p>
<p>Standard 4: Element 4A: Design, Implementation, and Evaluation of Curriculum and Experiences</p> <ul style="list-style-type: none"> • <i>Candidates incorporate multiple perspectives in the subject matter being taught or services being provided.</i> 	<p>edTPA rubric 2 assesses the degree to which candidates plan to support students' varied learning needs. One rubric within the instruction task (rubric 7) examines the extent to which a candidate engages students in learning by building upon prior academic learning as well as lived experiences (personal/cultural/community assets).</p>

<p>Standard 4: Element 4A: Design, Implementation, and Evaluation of Curriculum and Experiences</p> <ul style="list-style-type: none"> • <i>They develop a classroom and school climate that values diversity.</i> 	<p>edTPA rubric 6 assesses the degree to which candidates develop learning environments exemplifying respect, challenge, and the opportunity to express varied perspectives.</p>
<p>Standard 4: Element 4A: Design, Implementation, and Evaluation of Curriculum and Experiences</p> <ul style="list-style-type: none"> • <i>Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn.</i> 	<p>edTPA rubrics 7 and 10 support expectations for candidates to demonstrate their ability to engage students in learning and assess the effectiveness of their teaching through video analysis.</p>
<p>Standard 4: Element 4A: Design, Implementation, and Evaluation of Curriculum and Experiences</p> <ul style="list-style-type: none"> • <i>Candidate proficiencies related to diversity are assessed....</i> 	<p>edTPA assessment task (Rubrics 11-15) requires particular analysis of learning for three students, including a student with specific learning needs (such as a “student with an IEP, English language learner, struggling reader, underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater challenge or support”).</p>